

# Palliative Care Assignment

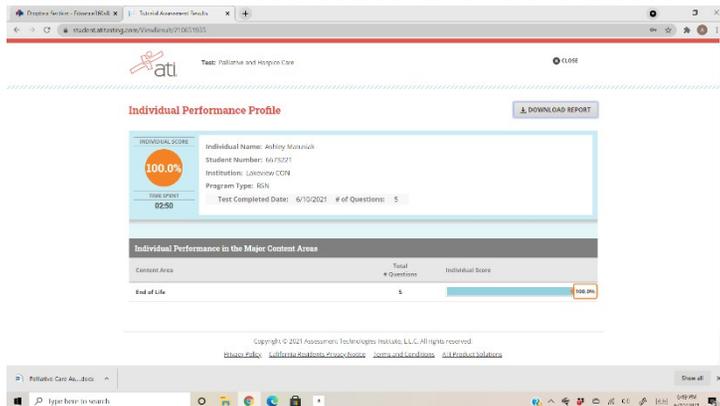
With ATI: Apply: Video Case Studies RN: Palliative and Hospice Care  
Instructions & Rubric

## Key Concepts

Definition of palliative care  
Definition of hospice care  
Purpose of palliative/hospice care  
The nurse's role in palliative/hospice care  
The role of the interprofessional healthcare team in palliative/hospice care

## Step 1: Access and Complete the Video Case Study and Post-Test ATI: Apply: Video Case Studies RN: Palliative and Hospice Care

This assignment requires that the student complete a video case study within ATI. The case study is titled “Palliative and Hospice Care”. This case study can be found under the “Apply” tab, nested within the “Video Case Studies RN” module. Students should complete the case in its entirety. While completing the case students should reflect on the key concepts of the assignment (see above). After completing the case, students should complete the post-test to assess their understanding of the case. The student should take a screen shot of their test results and insert the screen directly below this paragraph. The screen shot should include the students name and test score.



## Step 2: Further Assessment & Reflection

Students should answer each of the following questions. Students should provide their answers within this document, directly after each question.

1. What are some ways that the nurse can ensure that a client receiving palliative/hospice care is kept physically comfortable?

Nurses can ensure a patient receiving palliative/hospice care is kept physically comfortable by relieving the client's pain and managing their symptoms. However, if a client does not want anything for the pain, I would create a quiet environment, put them in a comfortable position, and moisten their mouth regularly.

2. What are some ways that the nurse could provide for the psychosocial and spiritual comfort of the client?

Since nursing now offers a more holistic approach to care, a patient's psychosocial and spiritual comfort is just as important as physical comfort. We should also provide clients with their family members and significant others to keep them company. In addition to family support, religious leaders can also be requested to address the patient's spiritual needs. I also feel it is crucial that the nurses around the patient speak soothing words or even sit in silence with the individual to keep them company.

3. How can the nurse provide support for the family/loved ones of the dying client?

Nurses should respect the desires of the client's family and be careful not to make judgments of their family's reaction to the dying process. It is also essential to be available to the family and seek them out after the client's death to ensure they are supported through the grieving process. Nurses can also educate family members on how not to be taken advantage of when planning a funeral.

4. Individually reflect on a time you were involved with a person who had a life-limiting illness to answer the following questions. This involvement could be as a professional caregiver or as a family member.

- a. How did your interactions with the person who had a life-limiting illness make you feel?

I felt very useless when my grandpa was dying. He was out of it by then and not talking much, and it was hard to sit and keep him company, knowing I could not do anything for the pain.

- b. Did you feel equipped to adequately handle the feelings and emotions that were present?

I think I handled my grandpa's death well. I was emotional; however, I feel it is healthy to get these feelings out rather than push them down. I knew that he would no longer be in pain after he died, and that made me feel better.

c. Did you feel equipped to adequately communicate with the person who had a life-limiting illness?

I did not feel adequately equipped to communicate with a person who had a life-limiting condition at this time in my life. It was hard to speak because I was emotional, and the more we talked, the more I cried. Although now, when I look back on this time, I am sure he was grateful I was there for him.

d. How do you think the person with a life-limiting illness felt during their interactions?

I think my grandpa was happy during most of his last interactions. Even days he was in a lot of pain, he would still enjoy having the family around. There were a few difficult conversations with his kids, but I feel this needed to happen before he passed.

e. Could the interactions have been improved in any way? How?

I feel communication with my grandpa could have been better if he were cared for in his own house. He was distraught when his children took him to my aunt's house. He would have gotten to have more interactions with his friends than just our family if he got to stay in his own home.

### **Step 3: Rubric Review and Submission**

Students should review their assignment utilizing the provided rubric to ensure they have successfully met the assignment requirements. Students should then submit this document to the Edvance 360 dropbox prior to the due date listed in the course syllabus.

**Palliative Care Assignment**  
**With ATI: Apply: Video Case Studies RN: Palliative and Hospice Care**  
**Grading Rubric**

**What are some ways that the nurse can ensure that a client receiving palliative/hospice care is kept comfortable? What are some ways that the nurse could provide for the psychosocial and spiritual comfort of the client?**

Criteria	0 Points	1.5 Point	2 Points	2.5 Points	Points
<b>Response</b>	No response completed	The student's submission demonstrates superficial thought and minimal preparation. The assignment does not address all aspects of the task.	The student's response lacks full development of the concepts. The assignment fully addresses all aspects of the task.	The student's response is fully developed. The assignment fully addresses all aspects of the task.	
<b>Clarity &amp; Mechanics</b>	The student's response is unclear and unorganized. The student's response contains 5 or more errors in grammar, mechanics, or spelling.	The student's response is unclear or unorganized. The student's response contains 3-4 errors in grammar, mechanics, or spelling.	The student's response is clear and concise. The student's response contains 1-2 errors in grammar, mechanics, or spelling.	The student's response is clear and concise. The student's response is free of errors in grammar, mechanics, and spelling.	

**How can the nurse provide support for the family/loved ones of the dying client?**

Criteria	0 Points	1.5 Point	2 Points	2.5 Points	Points
<b>Response</b>	No response completed	The student's submission demonstrates superficial thought and minimal preparation. The assignment does not address all aspects of the task.	The student's response lacks full development of the concepts. The assignment fully addresses all aspects of the task.	The student's response is fully developed. The assignment fully addresses all aspects of the task.	
<b>Clarity &amp; Mechanics</b>	The student's response is unclear and unorganized. The student's response contains 5 or more errors in	The student's response is unclear or unorganized. The student's response contains 3-4 errors in grammar,	The student's response is clear and concise. The student's response contains 1-2 errors in	The student's response is clear and concise. The student's response is free of errors in grammar,	

	grammar, mechanics, or spelling.	mechanics, or spelling.	grammar, mechanics, or spelling.	mechanics, and spelling.	
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**How did your interactions with the person who had a life-limiting illness make you feel?**

Criteria	0 Points	1.5 Point	2 Points	2.5 Points	Points
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**Did you feel equipped to adequately handle the feelings and emotions that were present?**

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**Did you feel equipped to adequately communicate with the person who had a life-limiting illness?**

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**How do you think the person with a life-limiting illness felt during their interactions?**

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<b>Response</b>	No response completed	The student's submission demonstrates superficial thought and minimal preparation. The assignment does not address all aspects of the task.	The student's response lacks full development of the concepts. The assignment fully addresses all aspects of the task.	The student's response is fully developed. The assignment fully addresses all aspects of the task.	
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**Could the interactions have been improved in any way? How?**

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**Did the student complete the ATI test, submit a screenshot with their name? \_\_\_ Yes (5 points) \_\_\_ No (zero points)**

\_\_\_/40 points